



KENTUCKY DEPARTMENT OF EDUCATION


# CONTINUOUS IMPROVEMENT PLANNING

## Facilitator's Guide

| Objectives                          | Estimated Time |
|-------------------------------------|----------------|
| Welcome and Introductions           | 20 minutes     |
| The WHY, The WHAT, and The HOW      | 10 minutes     |
| ASSIST Basics                       | 10 minutes     |
| What makes a good plan?             | 20 minutes     |
| Break                               | 15 minutes     |
| The School Report Card              | 45 minutes     |
| From Data to Improvement Planning   | 45 minutes     |
| Closing, Reflection and Evaluations | 15 minutes     |

### Materials Needed

- Participant's Booklet (1 per participant)
- Resource Booklet (1 per participant)
- Internet connectivity (will need supplemental booklet with School Report Card sample if no internet is available for participants)
- Highlighters
- Chart paper
- Projector
- PowerPoint presentation
- Name tags (optional)
- Post-it Notes (optional)

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|    | <p><b>Welcome and Introductions</b></p> <p>Welcome each participant. If working with school council members from multiple school councils, ensure that schools are sitting together. Review the materials that are provided as well as highlighters and Post-It notes (if providing). Have each participant introduce themselves and the role that they have on the school council (i.e., administrator, teacher or parent). Thank each participant for their service, especially parents. Encourage each to participate fully and to ask questions. Create a “parking lot” for questions. Review the booklets provided to each participant:</p> |
| <p><b>Session Overview</b></p> <p>This session will provide the basics needed to understand the school's continuous improvement planning process.</p>    | <p><b>Session Overview</b></p> <p>Read the session overview Rephrase to provide additional guidance.</p>   |
| <p><b>Student Achievement</b></p> <p>The school council's mission is to improve student achievement. Each school council must create an environment in their own school that will result in students achieving at high levels. All policies and decisions by the school council must contribute to achievement of the overall school mission.</p>    | <p><b>Student Achievement</b></p> <p>Read the student achievement paragraphs. Rephrase to provide additional guidance. Remind school council members that their main charge is to improve student achievement.</p>   |
| <p><b>Objectives:</b></p>  <ul style="list-style-type: none"> <li>• The WHY, The WHAT, and The HOW</li> <li>• ASSIST Basics</li> <li>• What makes a good plan?</li> <li>• The School Report Card</li> <li>• From Data to Improvement Planning</li> </ul>   | <p><b>Objectives</b></p> <p>Review the objectives for the session. Elaborate as needed.</p>  |
| <p><b>What do you already know about planning?</b></p> <ol style="list-style-type: none"> <li>1. Is the school responsible for developing a school improvement plan annually?</li> <li>2. Does the school need to include survey data as part of a needs assessment?</li> <li>3. Does the school improvement plan necessarily need to be done electronically?</li> <li>4. Must the school look at achievement gap data?</li> <li>5. Is the school required to post their improvement plan on their school's website?</li> </ol> | <p><b>What do you already know about planning?</b></p> <p>What do you already know about planning? Have the participants take the 5-question pre-test. This can be done as a large group or at tables where the participants can find the answers in their Resource Booklet. As a follow-up have the participants highlight the answers in their Resource Booklet.</p>   |
|    | <p>After all is finished, note that all of the answers are “yes”. However, review each question having participants make notes within their Resource Booklet. Elaborate on answers as needed.</p>  |



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| <p><b>Question 1</b></p> <p>Is the school responsible for developing a school improvement plan annually?</p> <p>Subsection (1): Each school or district shall annually develop, review, and revise a comprehensive school or district improvement plan.</p>   | <p>1. Is the school responsible for developing a school improvement plan annually?</p> <p><i>(1) Each school or district shall annually develop, review, and revise a comprehensive school or district improvement plan.</i></p>   |
| <p><b>Question 2</b></p> <p>Does the school need to include survey data as part of a needs assessment?</p> <p>Subsection (2)(b)(3): Perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions</p>  | <p>2. Does the school need to include survey data as part of a needs assessment?</p> <p><i>(2)(b)(3) Perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions; [ensure that participants understand that surveys are perception data.]</i></p> |
| <p><b>Question 3</b></p> <p>Does the school improvement plan necessarily need to be done electronically?</p> <p>Subsection (4): Other required components in the process shall include:</p> <p>e) Electronic submission of all elements of the plan.</p>  | <p>3. Does the school improvement plan necessarily need to be done electronically?</p> <p><i>(4)(e) Electronic submission of all elements of the plan;</i></p>   |
| <p><b>Question 4</b></p> <p>Must the school look at achievement gap data?</p> <p>Subsection (5): A CSIP shall also include the elements required of schools by KRS 158.649(5).</p>  | <p>4. Must the school look at achievement gap data?</p> <p><i>(5) A CSIP shall also include the elements required of schools by KRS 158.649(5).</i></p>  |
| <p><b>KRS 158.649(5)</b></p> <p>By April 1, 2003, and each April 1 in odd-numbered years thereafter, the school council, or the principal if a school council does not exist, with the involvement of parents, faculty, and staff, shall review the data and revise the consolidated plan to include the biennial targets, strategies, activities, and a time schedule calculated to eliminate the achievement gap among various groups of students to the extent it may exist. The plan shall include but not be limited to activities designed to address the following areas:</p>  | <p>This is a section from the achievement gap statute (KRS 168.649). Note to participants that all stakeholders are to be involved in improvement planning and setting of gap targets.</p>   |
| <p><b>KRS 158.649(5)</b></p> <p>1. Curriculum alignment within the school and with schools that send or receive the school's students;<br/> 2. Evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work;<br/> 3. Professional development to address the goals of the plan;<br/> 4. Parental communication and involvement;<br/> 5. Attendance improvement and dropout prevention; and<br/> 6. Technical assistance that will be accessed. Beginning with the 2012-2013 school year, the reporting requirement in this subsection shall be October 1 of each year.</p> | <p>Elaborate as needed on the improvement planning gap activities. Note that gap targets are to be set by October 1 of each year.</p>  |
| <p><b>Question 5</b></p> <p>Is the school required to post their improvement plan on their school's website?</p> <p>Subsection (11): The CDIP for each district shall be posted to the district's Web site. The CSIP for each school shall be posted to the school's Web site.</p>  | <p>5. Is the school required to post their improvement plan on their school's website?</p> <p><i>(11) The CDIP for each district shall be posted to the district's Web site. The CSIP for each school shall be posted to the school's Web site.</i></p>  |




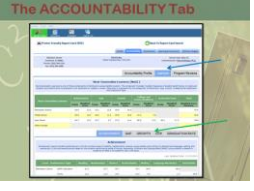
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|    | <p><b>The WHY, The WHAT, and The HOW</b></p> <p>As an introduction to this section, explain to participants that this portion of the training will look at why a school should look at a continuous improvement planning cycle, what a continuous improvement planning cycle looks like and how continuous improvement planning occurs in schools.</p> |
|    | <p>Prior to 2009, most school planning was a piece of this and a piece of that resembling the slide. All of the arrows going in multiple directions with little to no coordination. Elaborate on the arrow topics as needed.</p>   |
|    | <p>With the new system, planning is more aligned and focused more on classroom and school goals.</p>   |
|   | <p>As we look at the why, what and how, we will be looking more closely at the components from Senate Bill 1 in 2009.</p>  |
|  | <p>Out of SB1 (2009) came the KDE mission: Every child proficient and prepared (College/Career Ready). This is <b>WHY</b> educators do what they do.</p>   |
|  | <p>To ensure that all are college or career ready, KDE developed 4 strategic points. This is <b>WHAT</b> educators do. Read and elaborate each.</p>  |
|  | <p>And the <b>HOW</b> is the strategic plan. Read each point elaborating as needed. Progress on to next slide.</p>   |

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|    | <p>To further illustrate how each is dependent on the other, this diagram shows the base as the delivery target at the state level building up to the individual student. Note to participants that further discussion and an activity around the delivery targets is later in the session.</p> |
|    | <p>To help with the strategic plan is the online system known as ASSIST. Read next few slides that explain ASSIST. Elaborate as needed. Have participants highlight as needed.</p>  |
|    | <p>Note that ASSIST is an acronym.</p>  |
|   | <p>Note that access to the system is restricted; however, that does not eliminate the need for stakeholder input.</p>   |
|  | <p>Note that the system has several tabs. When complete, these tabs consolidate into one report that is to be uploaded on the school website. Refer back to question 5 of the pretest.</p>  |
|  | <p>So what makes a good comprehensive improvement plan? Brainstorm ideas from participants before proceeding. Chart out and add as session evolves.</p>   |
|  | <p>Read and elaborate each key point. In order to have an effective plan, each of these key points must be present and implemented.</p>   |


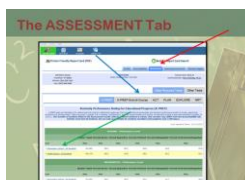






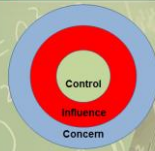

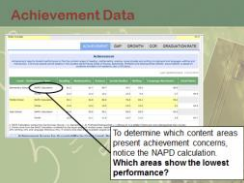

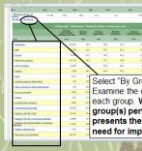
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| <p><b>The RIGHT data.....</b></p> <ul style="list-style-type: none"> <li>• Student Performance</li> <li>• Customer and Stakeholder Surveys</li> <li>• The Missing Piece of the Proficiency Puzzle</li> <li>• Behavior and Finance Data</li> <li>• Non-Academic Data</li> </ul>   | <p>So what is the Right Data? Have participants brainstorm at tables. Have each table report out two sources listing on chart paper (can be added to other chart if desired). Ask participants where they would go to find this information. Note to participants that we will be looking at some of the data sources later in the session; however, these are not the only sources.</p>  |
| <p><b>The RIGHT people.....</b></p> <ul style="list-style-type: none"> <li>• Who is that at each grade level?</li> <li>• What about teachers that do not have homeroom students?</li> <li>• How many do I need?</li> <li>• Who will be doing what? How does it all fit into the plan?</li> <li>• How will the work be communicated back to the staff?</li> </ul>   | <p>Who is involved in your planning process? Add these to the charts.</p>   |
| <p><b>The RIGHT goals, objectives, strategies and activities in ASSIST.....</b></p> <p><b>KBE Goals</b></p> <ol style="list-style-type: none"> <li>1. Increase the averaged combined reading and math K-PREP scores for elementary and middle school students from 44% to 72% in 2017. (proficiency)</li> <li>2. Increase the average freshman graduation rate from 76% to 90% by 2015. (graduation)</li> </ol>  | <p>Note to participants that the acronym “KBE” is for the Kentucky Board of Education. These are the goals that the KY Board has adopted to meet the statutory requirements of SB 1. Read through each. Remind participants of what ASSIST is.</p>  |
| <p><b>The RIGHT goals, objectives, strategies and activities in ASSIST.....</b></p> <ol style="list-style-type: none"> <li>3. Increase the percentage of students who are college- and career-ready from 24% to 68% by 2015. (CCR)</li> <li>4. Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017. (gap)</li> </ol>   |   |
| <p><b>The RIGHT goals, objectives, strategies and activities in ASSIST.....</b></p> <ol style="list-style-type: none"> <li>5. Increase the percentage of effective teachers and principals from _____% in 2015 to _____% in 2020.</li> </ol>   | <p>Note to participants that this goal does have blanks as the number has not been set. All schools and districts are now collecting data on principal and teacher effectiveness that will be used to set these goals.</p>  |
| <p><b>The RIGHT goals, objectives, strategies and activities in ASSIST.....</b></p>   | <p>Note to participants that this graphic is in their resource booklet. Show participants that each goal in ASSIST. Each goal must have at least one objective. Each objective must have at least one strategy and each strategy must have at least one activity. However, the distribution of each of these does not have to be equitable. Show the variations of this in the chart.</p> |
| <p><b>Goals</b></p> <p>A goal is a brief statement reflecting an end result or desired condition you want to achieve.</p> <p><i>Example:</i> All students will be proficient in mathematics.</p> <p>Two types of goals: academic and organizational</p> <ul style="list-style-type: none"> <li>• An Academic Goal is a goal that aims to meet some criteria related to student academic performance, competency or achievement.</li> <li>• An Organizational Goal is a goal that aims to meet non-academic criteria that pertain to the institution itself.</li> </ul> | <p>Read through and elaborate on the two types of goals. Note to participants that all of the KBE goals are organizational goals.</p>   |


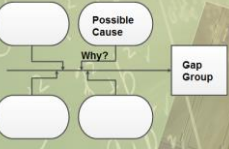


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| <p><b>Objectives</b></p> <p>The construction of a measurable objective in ASSIST is done systematically using a series of prompting questions with a wizard-like tool. The questions (or prompts) will vary depending on the type of goal selected (whether an Academic Goal or Organizational Goal).</p>    | <p>Read through the definition of an objective. Note to participants that objectives are measurable. In the past, they may have heard these called a SMART goal.</p>                                 |
| <p><b>Objectives</b></p> <p>For Academic Goals</p>   | <p>Structure for objectives will vary based on the type of goal (i.e., organizational or academic). The objectives are constructed based on prompts. These are the prompts for an academic goal.</p> |
| <p><b>Objectives</b></p> <p>For Organizational Goals</p>   | <p>And these for an organizational goal.</p>   |
| <p><b>Strategies and Activities</b></p> <p>Every objective in ASSIST must have at least one strategy and activity. Multiple strategies can be provided for a single objective.</p>    | <p>Review this section of the chart.</p>   |
| <p><b>Strategy</b></p> <p>A <b>STRATEGY</b> is an action that is specific, planned, evidence based and focused on student results to accomplish a goal and objective. A strategy can be thought of as the "how" to achieve the objective and/or goal. There can be multiple strategies to achieve each measurable objective.</p>  | <p>Read/rephrase the definition of a strategy.</p>   |
| <p><b>Activities</b></p> <p>An <b>ACTIVITY</b> is an individual task or function performed as part of an overall strategy for instruction or improvement. Activities are specific and include a comprehensive description of the steps to be taken, timelines, resource allocations, staff responsible and a defined activity type (e.g., professional development, direct instruction, community engagement). Multiple activities may be required to address each strategy.</p>  | <p>Read/rephrase the definition of an activity.</p>  |
| <p><b>The RIGHT format and construction.....</b></p> <p>The 4 C's</p> <ul style="list-style-type: none"> <li>• <b>Construction</b> – understanding the ASSIST platform to construct a stronger plan</li> <li>• <b>Communicating</b> with stakeholders – be careful to define acronyms and educational strategies and concepts use plain English in the plan</li> <li>• <b>Capacity</b> – organize who will do what, by when (roles and responsibilities)</li> <li>• <b>Continuous Improvement</b> – design the plan with progress monitoring in mind</li> </ul> | <p>Now that we know the part (or components) of developing a plan in ASSIST, it's important to ensure that we meet the 4 C's. Read through each and elaborate as needed.</p>                         |

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| <p><b>The RIGHT monitoring.....</b></p> <p>How will you know if your plan is working?</p> <ul style="list-style-type: none"> <li>• <b>Timeline</b> – use the school, district, and state calendars to create a planning calendar with deadlines for tasks</li> <li>• <b>30/60/90 day plans</b> – a good model or structure for frequent monitoring checks – all goals and objectives are evaluated monthly</li> <li>• Use <b>other tools</b> to help organize the monitoring process – example include flow charts or PDSA (Plan, Do, Study, Act)</li> <li>• <b>Progress Notes</b> – document progress in the Goal Section of your school improvement plan using the Progress Note feature in ASSIST</li> </ul> | <p>Note to participants that without monitoring, a plan is nothing more than words on a piece of paper. This monitoring needs to occur more than once annually. Have participants think to themselves how often in the past year they reviewed their own school improvement plan. Have participants make notes to themselves to carry back to their school council as you go to break.</p>   |
|    | <p>Break – 15 minutes</p> <p>While on break, ensure that the internet connectivity is up and that participants can access the KDE homepage (<a href="http://www.education.ky.gov">www.education.ky.gov</a>).</p>   |
|    | <p>Welcome participants back. Have each participant (if using the internet) connect to the KDE homepage. Show participants where to access school and district report cards. Have them find their school report card. Note to participants that the slides reflect the statewide report card.</p>  |
| <p><b>The Profile Information</b></p>   | <p>Note to participants that the school report card defaults to the profile page. On this page you can find: red arrow – school info; blue arrow – school council members (Since this is the statewide page, these are the KY Board of Education members. On a district report card, these would be the district board members.); green arrow – school classification; and the purple arrow – the downloadable pdf version. Elaborate as needed.</p> |
| <p><b>The Tabs</b></p>   | <p>To know what page of the report card you are on, the tab is darkened. As you see here, the profile tab is darker than the others to denote that this is the Profile Page.</p>   |
| <p><b>The ACCOUNTABILITY Tab</b></p>   | <p>The red arrow is pointing to the darkened Accountability Tab. On this page are several sub-tabs at the blue arrow.</p>  |
| <p><b>The ACCOUNTABILITY Tab</b></p>   | <p>When looking at the Accountability Tab with the sub-tab, Learners, we find the accountability areas, as seen at the green arrow. Not every school will have data for every tab here; it would depend on the grade span. As an example, you would not expect graduation rate for an elementary school.</p>   |



| <p><b>The ACCOUNTABILITY Tab</b></p>   | <p>The purple arrow is pointing to a topic that is underlined. This denotes a hyperlink to more data. When you click on it, the data opens up.</p>  |            |        |      |             |     |     |     |     |     |     |     |        |     |     |     |                          |  |     |     |                 |  |  |     |  |
|---|---|------------|--------|------|-------------|-----|-----|-----|-----|-----|-----|-----|--------|-----|-----|-----|--------------------------|--|-----|-----|-----------------|--|--|-----|--|
| <p><b>The ASSESSMENT Tab</b></p>   | <p>The red arrow points that the Assessment Tab is opened. Each of the statewide assessments is included here at the blue arrow. The green arrow points to a topic that is hyperlinked and has more data included.</p>  |            |        |      |             |     |     |     |     |     |     |     |        |     |     |     |                          |  |     |     |                 |  |  |     |  |
| <p><b>The LEARNING ENVIRONMENT Tab</b></p>   | <p>The Learning Environment Tab is the school's non-academic data. Review with participants what non-academic data is. The green arrow points to various topics that this data is sorted. An example: if you wanted to know the student to computer ratio data, this would be found on the technology sub-tab.</p>            |            |        |      |             |     |     |     |     |     |     |     |        |     |     |     |                          |  |     |     |                 |  |  |     |  |
| <p><b>The DELIVERY TARGETS Tab</b></p>    | <p>The Delivery Targets Tab calculates the percentage of increase that a school must make each year to make goal. Review the KBE goals and show that each is denoted at the purple arrow. Remind participants that Goal 5, Effective Principals and Teachers, does not have a target yet since the goal has not been set.</p> |            |        |      |             |     |     |     |     |     |     |     |        |     |     |     |                          |  |     |     |                 |  |  |     |  |
| <p><b>The DELIVERY TARGETS Tab</b></p>   | <p>If we look specifically at the Gap Goal, darkened and at the purple arrow, we can see the actual goal and the percentage each year for the next several years, at the green arrow.</p>   |            |        |      |             |     |     |     |     |     |     |     |        |     |     |     |                          |  |     |     |                 |  |  |     |  |
| <p><b>Unbridled Learning</b></p> <table><tr><th></th><th>Elementary</th><th>Middle</th><th>High</th></tr><tr><td>Achievement</td><td>30%</td><td>28%</td><td>20%</td></tr><tr><td>Gap</td><td>30%</td><td>28%</td><td>20%</td></tr><tr><td>Growth</td><td>40%</td><td>28%</td><td>20%</td></tr><tr><td>College/Career Readiness</td><td></td><td>16%</td><td>20%</td></tr><tr><td>Graduation Rate</td><td></td><td></td><td>20%</td></tr></table> |   | Elementary | Middle | High | Achievement | 30% | 28% | 20% | Gap | 30% | 28% | 20% | Growth | 40% | 28% | 20% | College/Career Readiness |  | 16% | 20% | Graduation Rate |  |  | 20% | <p>Review these percentages with participants noting the different requirements depending on grade span.</p> |
|   | Elementary  | Middle     | High   |      |             |     |     |     |     |     |     |     |        |     |     |     |                          |  |     |     |                 |  |  |     |  |
| Achievement   | 30%   | 28%        | 20%    |      |             |     |     |     |     |     |     |     |        |     |     |     |                          |  |     |     |                 |  |  |     |  |
| Gap   | 30%   | 28%        | 20%    |      |             |     |     |     |     |     |     |     |        |     |     |     |                          |  |     |     |                 |  |  |     |  |
| Growth  | 40%   | 28%        | 20%    |      |             |     |     |     |     |     |     |     |        |     |     |     |                          |  |     |     |                 |  |  |     |  |
| College/Career Readiness  |   | 16%        | 20%    |      |             |     |     |     |     |     |     |     |        |     |     |     |                          |  |     |     |                 |  |  |     |  |
| Graduation Rate   |   |            | 20%    |      |             |     |     |     |     |     |     |     |        |     |     |     |                          |  |     |     |                 |  |  |     |  |
| <p><b>Achievement Bingo</b></p> <ul style="list-style-type: none"><li>In your booklet is Achievement Bingo. Your goal is to use your School Report Card data (or the State data included in your booklet) to locate the information. If you are using your own School Report Card data, you may not have an answer for each box. For those, mark N/A and note why.</li></ul>  | <p>In you booklet is Achievement Bingo. This can be done individually or at tables. Give participants about 10 minutes to see if they can find the answers on the chart. If no internet connection, have participants use the supplemental booklet. Circulate and assist as needed.</p>                                       |            |        |      |             |     |     |     |     |     |     |     |        |     |     |     |                          |  |     |     |                 |  |  |     |  |

| <div><div>FROM DATA TO IMPROVEMENT PLANNING</div></div>   | <p>We have seen how we access statewide data (remind participants that this is not the only data they should be reviewing), lets translate data into improvement planning.</p>  |           |                      |        |                      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--|---|-----------|----------------------|--------|----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| <div><div>Data Points</div><p>What data sources can a school council use to create a "picture" of their school?</p><ul style="list-style-type: none"><li>-Demographic</li><li>-Perceptual</li><li>-Performance</li><li>-Program</li></ul><p><small>Note: school councils cannot review data that is student specific.</small></p></div>  | <p>Have participants think back to the discussion about the "RIGHT data". Add any additional sources that the participants have noted since that portion of the session. Make note of the "note" at the bottom of the page.</p>   |           |                      |        |                      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <div><div>Circle of Influence</div></div>   | <p>Remind participants that their plan should focus on areas in which they have control. Some areas may be of concern or even of influence; however, the school may not have control of the situation. An example: The school council may want to include an objective around poverty or living conditions of their students; however, this is not an area where they have control. An alternate might be that the school council sets aside a portion of the instruction funds to provide students with materials to use at school (e.g., pencils, markers) so that all have equal access. This is under the school council control.</p> |           |                      |        |                      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <div><div>Achievement Data</div><p>In the next activity we are going to validate the need for improvement based on the achievement data. Select these tabs to access ACHIEVEMENT DATA.</p></div>   | <p>For our last activity, we are looking at a comparison of student data, specially the gap between novice scores and proficient scores. Have participants find this information in their school report card (or in the supplemental booklet). Walk participants through the steps.</p>   |           |                      |        |                      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <div><div>Achievement Data</div><p>To determine which content areas present achievement concerns, notice the NAPD calculation. Which areas show the lowest performance?</p></div>   |    |           |                      |        |                      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <div><div>Achievement Data</div><p>Select "by Group" data. Examine the data for each group. Which gap group(s) performance presents the greatest need for improvement?</p></div>  |   |           |                      |        |                      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <div><div>Achievement Gap Data</div><table><thead><tr><th>Gap Group</th><th>% Novice/Gap</th><th>% Prof</th><th>Goal % Prof for 2015</th></tr></thead><tbody><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></tbody></table></div> |   | Gap Group | % Novice/Gap         | % Prof | Goal % Prof for 2015 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Gap Group  | % Novice/Gap  | % Prof    | Goal % Prof for 2015 |        |                      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |   |           |                      |        |                      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |   |           |                      |        |                      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | <p>Now that you have this data, as a table look at gap areas and note the difference between the novice percentage and the proficient percentage. This will be different in each school. Allow participants 10 minutes to note 2 to 3 gaps.</p>   |           |                      |        |                      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|   |   |
|---|---|
| <p><b>Data Questions</b></p> <ol style="list-style-type: none"> <li>1. What does the data tell us?</li> <li>2. What does the data not tell us?</li> <li>3. What are causes for celebration?</li> <li>4. What are opportunities for improvement?</li> <li>5. What are our next steps?</li> </ol>   | <p>Now that you have this data, look at these questions. Read and elaborate as needed.</p>  |
| <p><b>Determining Priority Need</b></p> <ul style="list-style-type: none"> <li>• Use the Fishbone (Cause/Effect) Diagram for the Gap Group of concern. Place the effect (Gap Group of concern and the score) in the square, possible instructional causes in the circles and possible whys on the line connecting the oval cell to the diagram.</li> </ul>   | <p>Explain the fishbone activity. Have then take one of their gap areas and complete a fishbone. This can be done as a table.</p> |
| <p><b>Determining Priority Need</b></p>    | <p style="text-align: center;">↓</p> <p>Share out ideas</p>   |
| <p><b>Best Practices</b></p>  <p><a href="https://odas.education.ky.gov/bestpractices/Default.aspx">https://odas.education.ky.gov/bestpractices/Default.aspx</a></p>  | <p>Note to participants the Best Practices Web site. This is a resource of ideas. Within this Website is a search capability.</p> |
| <p><b>Best Practices</b></p>   | <p style="text-align: center;">↓</p>  |
| <p><b>QUESTIONS?</b></p> <p>KDE SBDM Web Page:<br/> <a href="http://education.ky.gov/districts/SBDM/Pages/default.aspx">http://education.ky.gov/districts/SBDM/Pages/default.aspx</a></p> <p>School Improvement Web Page:<br/> <a href="http://education.ky.gov/schoolimp/Pages/default.aspx">http://education.ky.gov/schoolimp/Pages/default.aspx</a></p> <p>School Report Card Link:<br/> <a href="http://applications.education.ky.gov/SRC/">http://applications.education.ky.gov/SRC/</a></p> | <p>Thank participants. Have each complete an evaluation.</p>  |